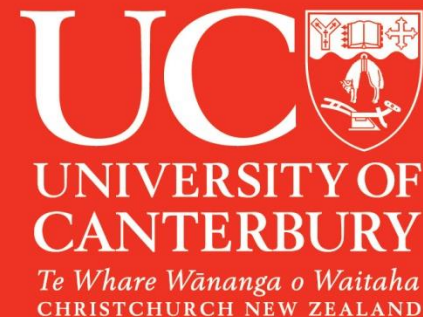


# Transition to collaborative teaching in ILEs from a change leadership perspective

Associate Professor Julie Mackey  
Associate Professor Jo Fletcher  
Professor Letitia Fickel

College of Education, Health & Human Development



**NZEALS Conference 18-20 April 2018  
Auckland**

# Outline

- ➡ Context
- ➡ Change leadership
- ➡ The case study
- ➡ Change leadership strategies for FLS



# NZ Context

- Many NZ schools are being remodelled or rebuilt in accordance with MOE guidelines (2015)
- Innovative Learning Environments refer to the learning ecosystem
- Flexible Learning Spaces refer to the infrastructure element of an ILE



# International change

- Changes to the design of school buildings to cater for differing pedagogical approaches to learning and teaching is evident internationally, for example in Australia and the UK

(Istance & Kools, 2013; OECD, 2015; Tse, Learoyd-Smith, Stables & Daniels, 2015).

# Schools as change sites

- Inherent, incremental, organic changes
  - Eg teachers inquiring into a puzzle of practice and initiating changes to improve learning outcomes
- Disruptive, transformational, or large scale organisational change
  - Eg a new build, shifting from individual classrooms to FLS and co-teaching

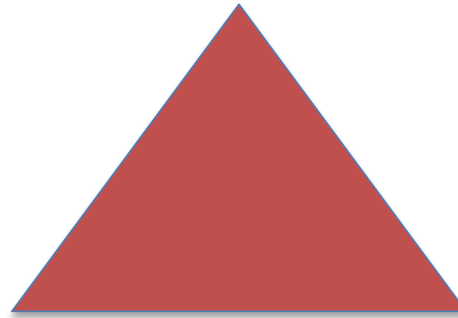
Both important and necessary and need to be supported

# Why change management?

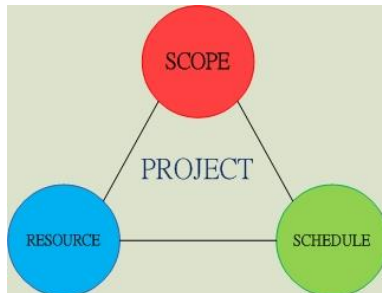
All three elements important



Leadership/Sponsorship



PROJECT  
management



PEOPLE  
Change management





# Why change management?

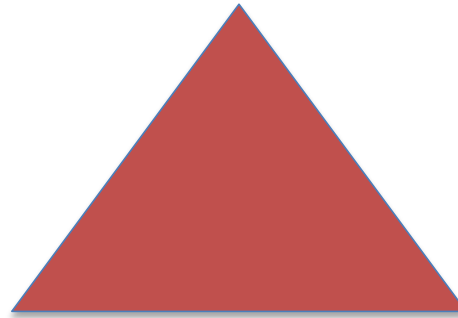
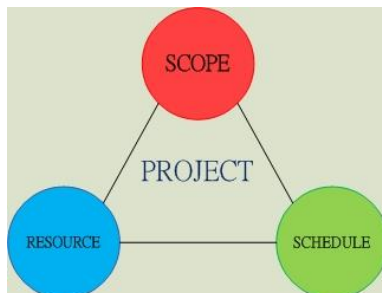
**Executive decisions –**  
strategy and scope,  
resources, timelines



Leadership/Sponsorship

**Executive actions –** active and  
visible participation, coalition  
building, communication

PROJECT  
management



PEOPLE  
Change management



# Change leadership (management)

- The bridge between solutions and results

<https://www.prosci.com/change-management/thought-leadership-library/change-management-at-the-project-level>

- Systematically supporting people to embrace and adopt change and do things differently
- Structured methodologies
- Applicable in diverse settings

(look past the “corporate language” at principles and approaches”)





# Greatest contributors to success

---

1. Active and visible executive sponsorship
2. Dedicated change management resources
3. Structured change management approach
4. Employee engagement and participation
5. Frequent and open communication
6. Integration and engagement with project management
7. Engagement with middle managers

*2018 Prosci Benchmarking Report Best Practices in Change Management*



# Greatest barriers to change

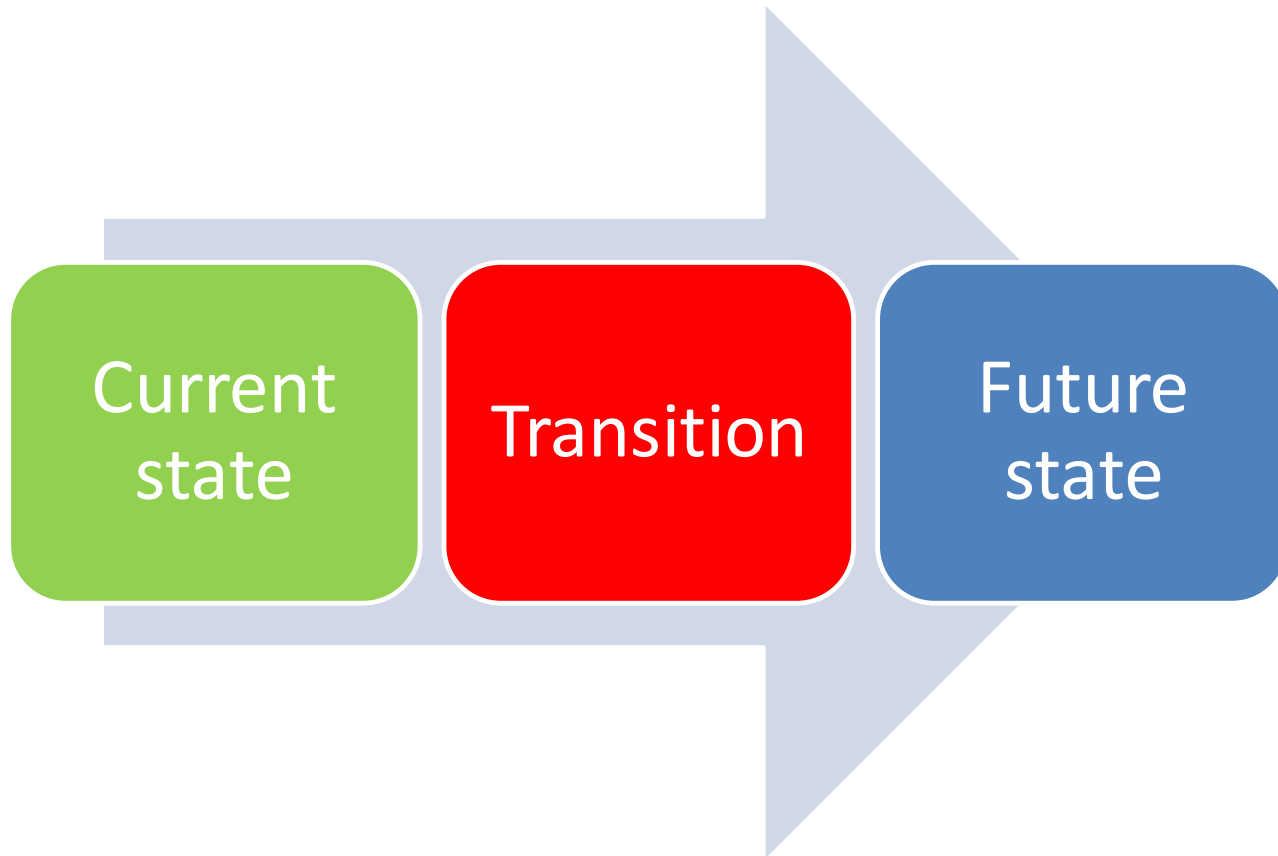
- Ineffective change management sponsorship
- Resistance to change from employees
- Insufficient change management resourcing
- Division between project management and change management
- Middle management resistance

*2014 Prosci Benchmarking Report Best Practices in Change Management*

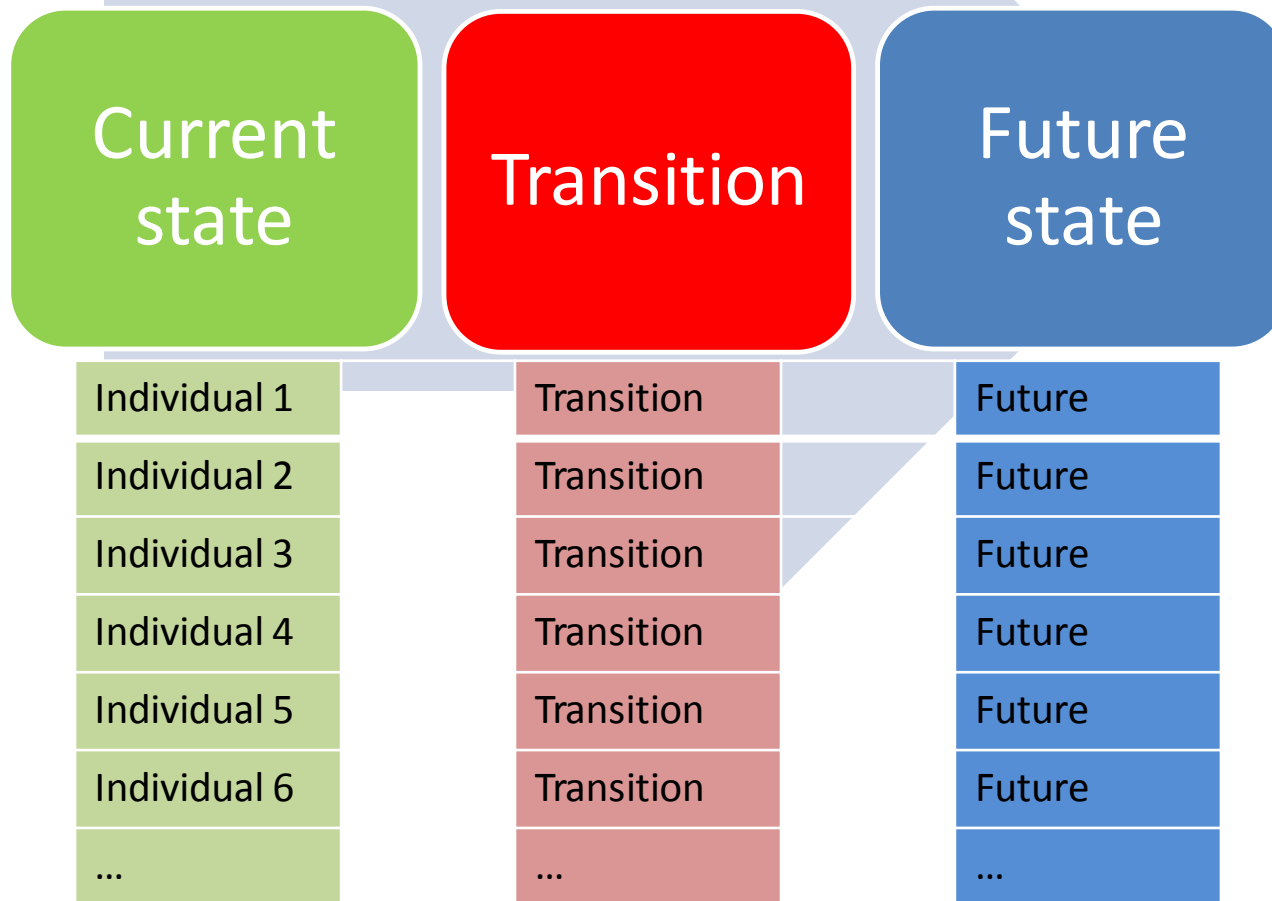


# Change for a reason

---



# Organisational change requires individual change



# ADKAR

**Awareness**

**Awareness of the need for change**

**Desire**

**Desire to participate and support change**

**Knowledge**

**Knowledge on how to change**

**Ability**

**Ability to implement required skills and behaviours**

**Reinforcement**

**Reinforcement to sustain change**

**Awareness – understanding** the nature of the change, why it is necessary, and the risk of not changing. Explains reasoning, rationale and provides information about the internal and external drivers influencing the change, and WIIFM. Communication is essential.

**Desire** – involves a personal **decision** to support and engage in the change. Happens after awareness of the need for change. Influenced by the nature of the change, and the individual's personal situation, as well as intrinsic motivators. Build a desire for the individual and create a desire to be part of the change.

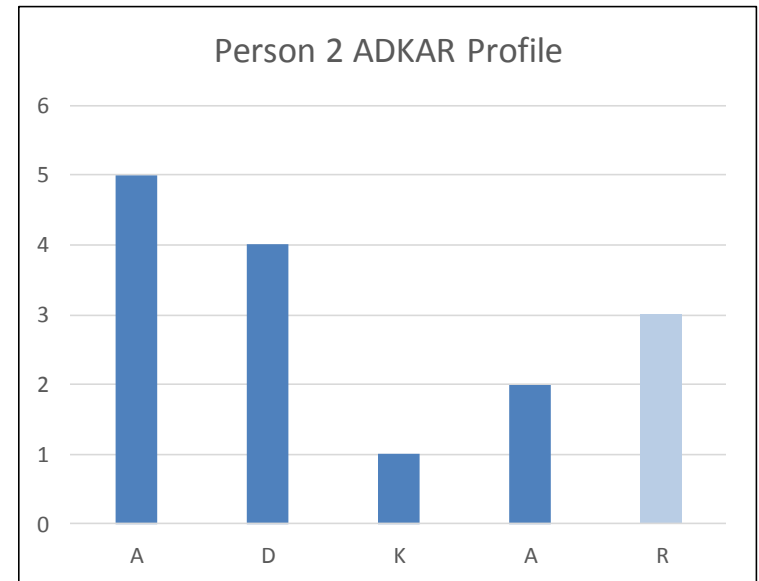
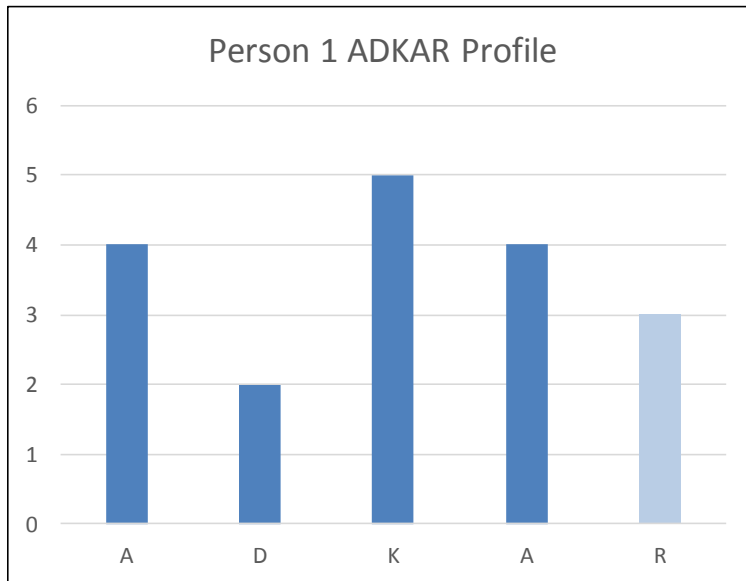
**Knowledge** – the information, training and **education** to know how to change. Includes information about behaviours, processes, tools, systems, skills, job roles and techniques needed to implement the change. PD, coaching, mentoring, forums, etc.

**Ability** – the execution of change, turning theory into practice; knowledge into **action**. Ability is achieved when individuals/groups demonstrate capability at the required performance levels. Needs time, practice, coaching and feedback.

**Reinforcement** – ensures changes endure. Represents the internal and external factors that **sustain** change eg recognition, rewards and celebrations; measuring performance; corrective actions; and through individuals' internal satisfaction with achievement or personal benefits gained from the change.



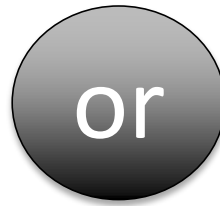
# Change profiles



Identify the barrier points

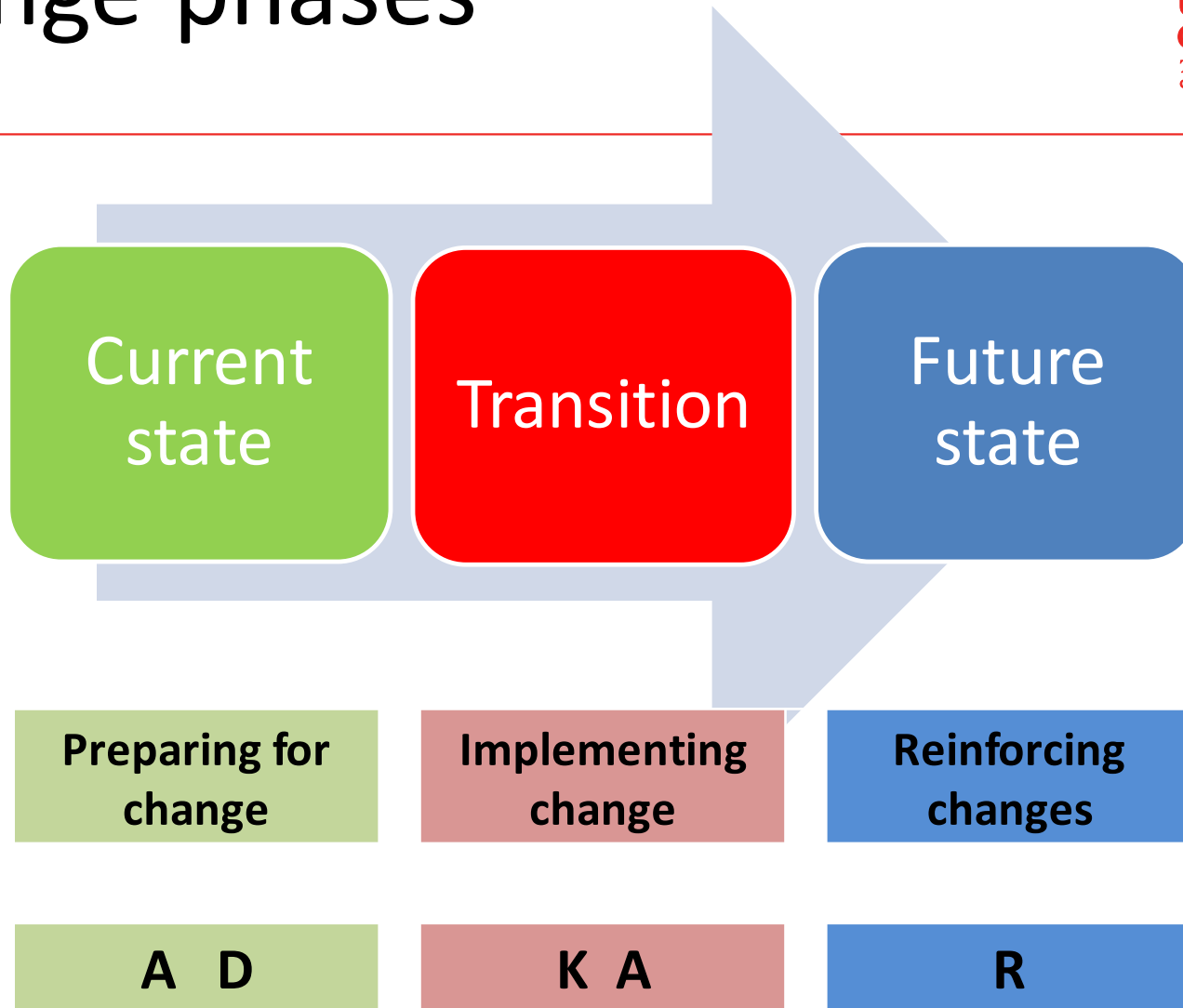
# Awareness Desire Knowledge Ability Reinforcement

- Think of a significant work related change that you have led or been involved in.
- Consider one or two individuals and their response to the change. Using the ADKAR framework identify possible barrier points and how they might have been overcome?



- Think of a personal change you have made successfully, or struggled with (eg exercise routine, diet)
- In what ways did your experience reflect the ADKAR steps?

# Change phases



In reality change is iterative, not linear: individuals at different stages; need to revisit ADKAR elements

# Case study description

- Higher SES area, Years 1-6, Roll 630
- 80% NZ European, 14% Māori, 3% Pasifika, 3% Asian
- Newly built ILE state school
  - 6 FLS studios (2 for each year-level group)
  - Approx. 105 students in each studio
  - Years 1 and 2 with five teachers per FLS
  - Years 3 and 4, and 5 and 6, with four teachers per FLS
- Strong ERO report post implementation
  - high quality teaching
  - teaching teams working positively together
  - shared responsibility for teaching and meeting the learning needs of all children
  - research was used to inform decisions and practice
  - high expectations in teaching and learning by the school leadership team



# Case study

- A constructivist perspective regarding school leadership as a collective, constructed phenomenon.
- School set contextually within their wider community, which may have complex, individual issues that influence and shape decision-making.

(Heck & Hallinger, 1999; Shapiro, 2008)



- Post quake Christchurch

*“it would be hard to find circumstances that were worse to try and do the big change”* (BoT member)

# Research design

- To understand the leadership steps taken to support and lead the change to new FLS environment and co-teaching
- Interviewed principal, 3 BoT members, 3 middle management, 3 teachers and 4 parents



(Fletcher, Mackey & Fickel, 2017)



# Analysis

- Reviewed the case from the perspective of change management (CM)
- While not deliberately following a structured CM process, findings highlighted key concepts
- How can this case help other leaders prepare for, implement and reinforce change?



# Preparing for the change

- Understanding the change
  - Identify and name the change
  - Why are we changing?
  - What are we changing?
  - Who will be changing? (and how?)
  - What are the desired outcomes?

Prosci calls these  
the 5 Ps of Change

- Project name
- Purpose
- Particulars
- People
- Pay-offs

- Focus on Awareness and creating Desire

# Preparing for change: principal as sponsor

---

## Principal knew ‘why’ and provided rationale

- Researched FLS environments in NZ and overseas; understood differences from open plan era and overseas initiatives
- Convinced of alignment between NZ Curriculum and the opportunities that existed within a FLS with teachers working together
- Developed clear views about the change:
  - focus on learner needs and importance of relationships
  - believed school should reflect changing demands of life and work
  - should result in improved educational outcomes, hauora, competencies

# Understanding the change

Helping teachers get to a point of understanding that they cannot do their job effectively alone unless they work 24/7 – even then not enough – need to collaborate and to support each other.

“Every other creative industry believes in collaboration and teamwork to solve problems, and ours is the most creative industry that exists, yet there is still this notion that ‘I can do it on my own’, and then somehow pass on the richness of the information I have gathered about that child next year in a way that is meaningful enough that we don’t lose learning time and relationship time.” (Principal)



# Preparing for change: principal as sponsor

## Principal anticipated and prepared for the barriers

- Regarded lack of understanding about NZC, student centred learning, rich tasks, meaningful learning contexts as number one barrier
- Led to a focus on learners and learning, rather than the space itself
- Able to address concerns that change was being driven by MOE cost savings
- Developed team to support change (BoT and key leaders)
- Understood the power of communication



# Principal's advice

I would look at the communication ...talking about ILE or ILP or MLE or MLP is just a waste of time. Talk about quality teaching and learning, talk about flexible spaces, talk about relationships. The most important thing a board and a principal and a team can do is say “what is our message, what is our reason for doing this, and how do we communicate this effectively, and do we all understand the message?”

## Prosci's 5 Ps

- **Project name**
- **Purpose**
- **Particulars**
- **People**
- **Pay-offs**



# Communication

- 
- The communication with the parents, the teachers, the kids and the community...with the community nights the opportunity to give ideas even around layout....Around what values your own community has and so that was an opportunity for us to all feed into that...the leadership was very communicative. They tried to involve people as much as possible... I was being given reasonable information. I didn't feel like there was a lack in information. I think probably communication was one of the key things because they were able to communicate their reasons. (BOT 2)

# Building a team and developing awareness (BoT)



- Principal has spent a huge amount of time learning ...about how to make this work the best way possible...the Principal is **very good at doing the research... walks the walk**, he doesn't just hear about it and presume that it is going to just gel. He **puts it into place, he is extremely positive**. The way he **relates the information** to the children as well as the teachers, and he sells it. (BOT 1)
- The **research around how the co learning could work and benefit**. I remember the Principal talking about...the current schooling system was set up [for] industrial revolution... now...completely different ways of doing things so why are we teaching how we were 120 years ago?... **For me personally...it makes me think 'true'**. I can see...we have been doing this for a long time and the world is a different place so let's at least look at it, look at the pros and **cons...I was sold, converted** to the way we are running now. (BOT 2)
- I was worried about change for the sake of change. But actually moving through the process and **understanding some of the logic behind the change and some of the benefits and drawbacks made me feel a lot more comfortable**. It is quite a radical change when you think about how long teaching has been done in single cell classroom type environment and then moving into something that was quite open plan. (BOT 3)

# BoT

the Principal sharing some of his research and other bits and pieces ...and then we went away and did some looking up ourselves. I think for me coming from that kind of background myself, research is essentially information that helps you make a decision on something. **I saw plenty of due diligence being done, plenty of information being used, plenty of research being quoted that we could go away and look up that essentially backed up the claims that were being given.** (BOT 2)

Whatever they said in private, in public **the BoT at the time were very positive.** As was the principal. I think that did a lot in **helping people understand.** I felt they were **honest** with the information they were giving. But they were also positive and they **spoke with one voice.** So whatever went on behind closed doors they did have **an united front.** BOT 2)

# Developing leaders' awareness, desire and knowledge

---



- Look into the research and do it on a really sound pedagogical base... This will not work if you do not have some good sound thinking and understanding, and how to collaborate with others...yes we are all in the same environment but it is how those teachers collaborate with each other. You can be in those environments and have four teachers working quite independently in four corners of the room. (Leader 1)
- We got to go to Melbourne and see some of the collaborative spaces...all permanent staff got to go and have a feel and talk to teachers who had been doing it in Melbourne and get a sense...for what we were in for, the pros and cons, and through their journey what we needed to be mindful of... Then as part of the Leadership Team I got to go back again and actually sit down and really nut out some questions that we had thought of, and systems and planning. (Leader 3)

# Developing awareness and desire

---

- Principal encouraged teachers to ask questions
- Communicated to whānau via newsletters, questionnaires, community nights and workshops for parents
- Invited parents and BoT to see trial collaborative space in action
- Clear messaging from principal that the success relied on teaching not the buildings

Needed to overcome the [view that] “everything we have heard has said smaller classrooms and closer engagement with the teachers is better” (Parent 2)

# Developing teachers' knowledge

---

- Focused on providing professional support and time for staff to learn how to collaborate
- Teachers visited schools in NZ and Australia
- Bought in experts to develop collaboration skills
- Specifically explored strategies teachers would need to work together differently

“it was a gentle process with significant support – additional release time, ongoing reflection time, and structures and strategies to support them to make the transition” (Principal)



# Developing teachers' ability

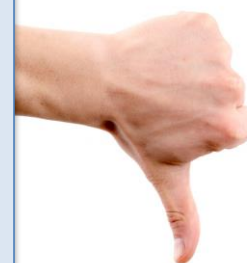
- Expectation teachers would implement some of their professional learning – but not that they would become a fully collaborative environment
- Prototyping – some occurred in existing spaces prior to new build
- Develop shared beliefs and understanding about how the spaces will work (routines and expectations, values, respect)



- MATES – mutually agreed team expectations
- Set expected hours to be at school and available to work with others – 8 am to 4 pm

The Principal encouraged us to just have a go the first year, just try. We initially started just doing reading and then it grew and grew. Halfway through that year we were given the opportunity to have three teachers...and three classes. We had our ups and downs. The third teacher hadn't really opted into it...and that didn't quite go so well. So the second year we had just two teachers with bigger classes. It was fantastic because we got to trial everything.

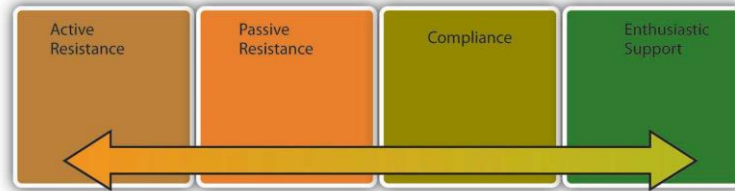
The other thing that the Principal did was put holes in walls and do everything that he could to give people the opportunity just to try because we knew we were coming to this space. So we had two years just to try. To try what would work and just get our head around how it was going to be.  
(Leader 2)



# Reinforcement

- Principal recognises the ‘implementation dip’ and need for ongoing support
- Team leaders in each studio – important role
- “It is not just the principal, it is the next tier underneath him as well who I truly believe have embraced the change and have been very supportive to the rest of the staff, the teachers, the families, the children. Secure in the fact that the Principal knew what he was doing.” (BoT1)

# Resistance



- Wasn't blanket acceptance; BoT recognised we needed to make sure the communication was strong and that we understood what was going on because **if we couldn't explain it and we weren't able to make the benefits clear and how it was going to work, we were going to struggle to get the message out to the community.** (BoT3)
- Reservations, caution, some teachers and parents resistant
- Clear rationale with focus on learning; consistent messaging; multiple opportunities to discuss, see and experience; applying ADKAR principles for teachers and parents
  - Eg educating parents about processes to engage with teachers (who to contact if questions, how studios worked)

# In summary: change leadership

---

- Ongoing sponsor/leader visibility and participation (D R)
- A clear and targeted communication plan (A D)
- Building a leadership coalition to support the change (ADKAR – coaching all aspects)
- Professional learning (K A)
- Managing resistance – anticipate and plan
- ADKAR for everyone (principal, BoT, teachers, parents, children)



Questions and discussion?

Thank you!

# Resources

- Prosci Change Management  
<https://www.prosci.com/>
- ADKAR Change Management Model  
<https://www.prosci.com/adkar/adkar-model>
- Kotter 8 step process to accelerate change  
<https://www.kotterinc.com/research-and-perspectives/8-steps-accelerating-change-ebook/>

# References

- 
- Boca, G. (2013). Adkar model VS. quality management change. International Conference “Risk in Contemporary Economy” *XIVth Edition*, Galati, Romania.
- Fletcher, J., Mackey, J., & Fickel, L. (2017). A New Zealand case study: What is happening to lead changes to effective co-teaching in flexible learning spaces? *Journal of Educational Leadership, Policy and Practice - (JELPP) Special edition: Leading innovative learning environments*, 32(1), 70-83.
- Hiatt, J. M. (2006). ADKAR a model for change in business, government and our community. Colorado: Prosci Research.
- Istance, D., & Kools, M. (2013). OECD work on technology and education: Innovative learning environments as an integrating framework. *European Journal of Education*, 48(1), 43–57.  
<http://dx.doi.org/10.1111/ejed.12017>
- Ministry of Education. (2015). Flexible learning spaces in Schools. Retrieved from <http://www.education.govt.nz/school/property/state-schools/designstandards/flexible-learning-spaces/>.
- OECD. (2010). *The nature of learning: Using research to inspire practice*. H. Dumont, D. Istance & F. Benavides (Eds.), Retrieved from <https://www.oecd.org/edu/ceri/50300814.pdf>
- OECD. (2015). *Schooling redesigned: Towards innovative learning systems* Retrieved from <http://dx.doi.org/10.1787/9789264245914-en>
- Prosci (2018) *Prosci Benchmarking Report Best Practices in Change Management*
- Prosci (2014) *Prosci Benchmarking Report Best Practices in Change Management*
- Tse, H. M., Learoyd-Smith, S., Stables, A., & Daniels, H. (2015). Continuity and conflict in school design: a case study from Building Schools for the Future. *Intelligent Buildings International* 7(2-3), 64-82. doi: 10.1080/17508975.2014.927349